**Lesson Plan 1 for the Thematic Unit**

**Teacher Candidate:** Samantha Hoffmann **Grade Level:** 4th Grade

**Date of lesson:** November 11, 2015

**Content Standards (DoDEA):**

**Social Studies**

4SS2.a:Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.

4SSK6:

Students differentiate between primary and secondary sources.

4SSK7:

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**Learner Background:**

* Students know which states make up the southeast region of the United States

- Students know how to read a map

**Student Learning Objective(s)**

Students will:

* Explain the major geographic features of the Southeast region.
* Differentiate between primary and secondary sources.
* Analyze primary sources.
* Pose questions that are pertinent in understanding primary sources.

**Assessments**

As this is my first lesson of the unit, there will only be formative assessments (shown below).

* Student participation
* Students’ analysis during independent practice (use of organizers, critical thinking skills)

- Students’ journal entries in the closing activity

**Materials/Resources**

* Smartboard
* “A Storm Called Katrina” by Myron Uhlberg and Illustrated by Colin Bootman
* Graphic Organizer 1 (see page 7)
* Analysis Organizer 1 (see page 8)
* Analysis Organizer 2 (see page 9)
* Computers (enough for each student)—reserve the computer lab
* Primary sources (below is a list of the links)
  + <http://docsteach.org/documents/7455539/detail?menu=closed&mode=search&sortBy=relevance&q=south+florida&commit=Go>
  + <http://docsteach.org/documents/595108/detail?menu=closed&mode=search&sortBy=relevance&q=new+orleans+port&commit=Go>
  + <http://education.nationalgeographic.com/encyclopedia/swamp/>
  + <http://southern.railfan.net/ties/1960/60-6/port.html>
  + <http://www.loc.gov/search/?in=&q=appalachian+mountains&new=true>

**Teaching Model/Strategy**

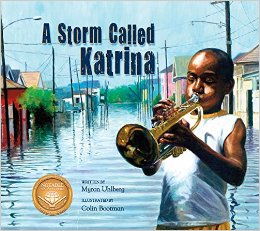
**Inquiry:**

**This is an inquiry lesson because students are applying their critical thinking skills to analyze and evaluate primary sources—the top levels in Bloom’s Taxonomy. Students ask relevant and important questions, interpret each primary source, use their background knowledge to make connections, etc. Further, there is thorough implementation of teacher scaffolding, collaborative work, and Gradual Release of Responsibility (GRR) in the lesson.**

**Learning Activities:**

**Initiation:**

**The teacher will read-aloud the book, “A Storm Called Katrina”, to get students thinking about the weather patterns of the southeast region of the US.**

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**Lesson Development:**

The teacher introduces the term *Primary Source* and explains the definition: “A primary source is something that provides direct or firsthand evidence about an event, object, person, a work of art, etc.” The teacher and students together fill out Graphic Organizer 1 (see page 7) with the teacher eliciting information from the students (which can be a good pre-assessment as well). The teacher can ask students to share what they think examples of primary sources are and/or ask for non-examples.

Just to clarify with his/her students, the teacher also provides the definition of a secondary source (i.e., which are the non-examples of primary sources): “secondary sources are documents written after an event has occurred, providing secondhand accounts of that event, person, or topic.”

Next, we go on to analyzing a primary source. Gradual Release of Responsibility (GRR) is implemented during this activity.

First, the teacher models the analysis process:

1. Modeling

On the Smartboard, the teacher displays Figure 1 (shown below). He/she explains what they see, explaining how to analyze the photo.



Figure 1

(Anhinga Trail)

Teacher displays Analysis Organizer 1 (see page 8) and begins:

“*In my Analysis Organizer, I read the directions and start from number one. So, I first want to study the photograph carefully. Now that I’ve examined the photo, I am going to fill in the boxes.*

*What living organisms do I see? Well, I see a group (or congregation) of alligators, a crane in the middle, some tall grass, and (what looks like) yellow-green trees—I will write this in the correct box.*

*What activities do I see in the photo? I am wondering what those alligators are doing, but I will go ahead and write down what I think (or even infer, using my prior knowledge). I think the alligators are basking in the sun so I am going to write that in.*

*What kind of environment do I see? To me, it looks like a warm environment because the trees and grass are nice and green. Also, with the body of water and grass/trees, I feel like this may be a hot and humid environment.”*

*“Now I am going on to number two. What is the subject of this photo? Because we are learning about the physical features (environment) of the Southeast US—and this is just one location in the region—I am going to write the warm, humid environment and the alligators lying in the sun.”*

*“Number three, I list three conclusions I make from examining the photo. Now when I do this, I use my prior knowledge to make connections. Like I’ve written down a couple of times, this location seems to be a hot and humid environment due to the appearance of the plants and alligators—so that is one of my conclusions. Another one is that, there is probably a diverse ecosystem in this environment—I say this because I see different types of trees and just in this photo is a crane and alligators. It seems like there would be different types of reptiles, birds, and plants. My last conclusion is that people may need small boats for transportation in these areas, because of the water”*

*“Now, moving on to number four, what questions do I have? I actually have quite a few: where in the region can we find these types of environments? What other species live there? Do people live in these areas?”*

Ask students, *“When I have these questions, what should I do? What tools would I use?”*

(Students respond: investigate by gathering primary sources and/or through research utilizing books, the Internet, etc.)

*“Lastly, for number five, I want to write my own caption for this photo. I would write ‘Alligators at Anhinga Trail’.”*

1. Guided Practice

Students and teacher together analyzing a primary source:

The teacher guides the students, similar to the way in Step 1, but asks many questions for students to answer.

They analyze Figure 2: (Figure 2)

“We are going through the same process, but I will guide and scaffold.

Class, what do we see?” (Have students answer)

The teacher will go step-by-step to fill in the answers with the students.

1. Independent Practice

Lastly, students will be put in pairs to analyze a primary source of their choice. They can use a worksheet from <http://www.trumanlibrary.org/psource.htm> or use Analysis Organizer 1, 2 (see pages 8 and 9 in this document):

Students will access the links provided by the teacher (please see the Materials/Resources section in this document for the links).

1. Share

At the end of Independent practice, each pair shares their primary source and analysis.

**Closure:**

Journal Entry Activity

Students will reflect on today’s lesson—engaging in metacognition by answering the following questions: “What did you learn today? Why do we use primary sources to understand history? Is there anything you are still wondering about?” (This is an informal assessment as well).

**Individuals Needing Differentiated Instruction**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Alice | Alice has a learning disability and struggles when it comes to organizing information. She has an IEP. | In this lesson, there are multiple types of graphic organizers provided for the students. The graphic organizers can assist Alice in organization of her thoughts and also allows her to see how certain concepts, definitions, and examples are connected to one another. |
| Rose | She is in the Gifted Education program. She needs to be provided challenging tasks or she quickly loses interest and disrupts the class. | Rose and another student in the gifted education program will be paired together. They will complete their analysis and will further conduct research to answer some questions they have about their primary source. OR: after completion of their analysis, they will find an additional primary source (with a similar theme/subject as their first primary source) to compare/contrast with the first primary source they chose. |
| James | He is an English language learner. Although he can speak conversational English, his vocabulary is still limited and needs help building it. | Key vocabulary lists with clear explanations and illustrations will be provided for James. The illustrations can be particularly helpful, as he is a visual learner too. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

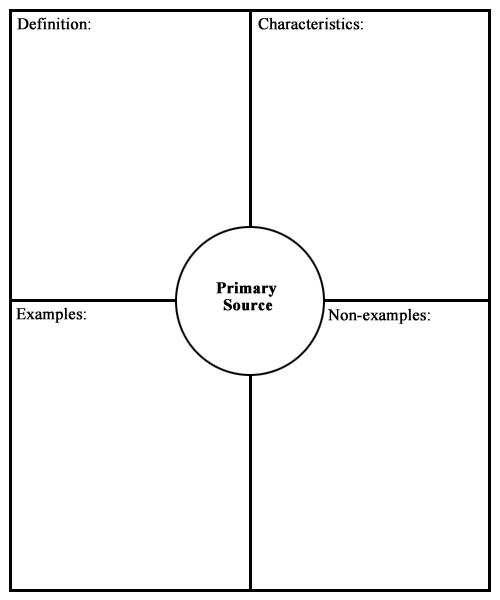
**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

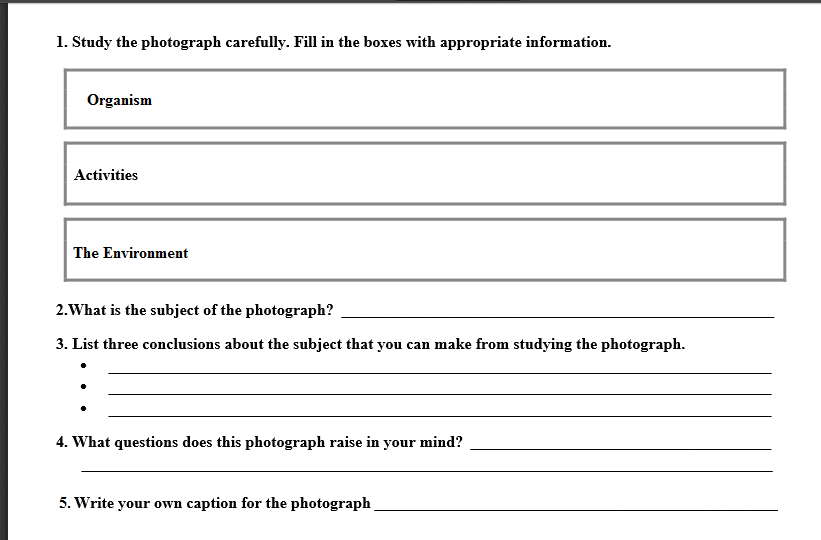
2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

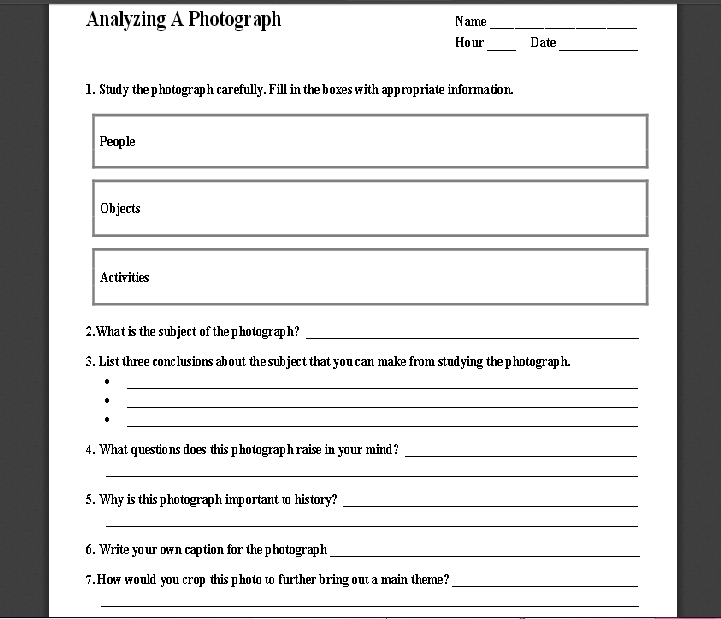
4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?



**Graphic Organizer 1**



**Analysis Organizer 1**



**Analysis Organizer 2**